



AS

German

7661/1 Paper 1

Report on the examination

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General Overview

Overall, this paper was completed very well. Whilst the texts were challenging, students demonstrated a solid understanding of the exam on both a content and technical level with a good understanding of topic-specific vocabulary and AS grammar evident in all scripts. Most students, as last year, attempted all questions, only very few questions were not attempted by any students. Most students showed an awareness of the need for manipulation in the summary questions, meaning that most scored well for AO3 in these questions this year. Some students did not seem to pay enough attention to the details in the bullet points for Qs 4 and 9 and as a result missed out on some AO1/AO2 points. This was especially true for the bullet points which required 3 details.

Illegibility, as was the case last year, was occasionally a problem, even in the non-verbal tasks, where it was sometimes difficult to decide which letter was intended (e.g. C/L).

Section A

Question 1 – Familienleben mit Homeoffice in der Schweiz

This was a positive/negative/positive + negative question where students listened to the opinion of six people who work from home. This question was completed very well. The most challenging question was 1.5, where approximately 65% of students scored. This may have been due to the more challenging vocabulary (e.g. *Druck*, *allerdings*, *Herausforderung*, *Balance*)

Question 2 – Ein ganz besonderes Auto

This question on the topic of driverless cars was challenging both in content and vocabulary, but students responded well on the whole. The most challenging questions were 2.2 (around 40% score) and 2.6 (around 45% score). The vocabulary that may have caused difficulty was *Mietwagen-Anbieter*, *Verkehrsbehörde* (Q2.2); for question 2.6, identifying *in den kommenden Wochen* was sometimes confused with *nächste Woche* as one of the options.

Question 3 – Polterabend

In this task students had to answer questions based on the German *Polterabend* tradition. There was some challenging vocabulary here (e.g. *Porzellan*, *Geschirr*) and some students confused the idea in 3.4 of what the tradition symbolises and 3.6, the symbolic meaning of the tradition as a whole. This confusion, however, appeared to affect performance on Q3.4, but not on 3.6.

Question 4 – Die neue Altstadt in Frankfurt

This question confused some students (the idea of the *Altstadt* looking old, but actually being newly built) however, most students scored well by identifying the idea of a mix of old and

new. Equally, some students were confused about the tour guide's opinion, mixing it up with the opinion of *viele Leute*, who are mentioned straight after the tour guide. The word *Beton* was rarely written down accurately, but benefit of doubt was given for slightly incorrect spellings.

The marks for content were slightly lower at the top end for this question, compared with last year (11% scored 7/7). However, more than 50% scored 5 or more out of 7, which reflects a good level of understanding. Equally, the language was well-manipulated, with 60% scoring 4 or 5 for AO3. This is an increase compared to last year. Most students are now manipulating the language rather than attempting to re-write it or to use synonyms; this is resulting in good scores for both content and language.

Question 5 – Alternativen zur Kernfamilie in der Schweiz

This multiple-choice question, which asked students to read a text about different types of families and then select the six correct statements, was very well answered, with just over 80% scoring 5 or above. This was a topic with which students seemed to be very familiar. The question was accessible and allowed students to demonstrate their understanding of topic-specific vocabulary at AS Level.

Question 6 – Effi Briest

This question, which required pupils to read an adapted literary text, produced a mixed batch of scores, with some questions scoring over 90% and others in the 30s. Some students found the idea of Effi's mother's reaction i.e. trying not to react, particularly difficult and a number of students mixed up this content with the answer for 6.4. However, the performance overall was very good, with many students dropping only one or two marks across the whole question.

Question 7 – Special Olympics World Games

This question, which was a *richtig/falsch/nicht angegeben* activity about the Special Olympics, was on the whole very well answered, as between 80% and 90% of students scored on most sub-questions. The two most challenging questions were 7.5 and 7.9. This could potentially be a result of the use of the word *Unterhaltung* (Q7.5) causing confusion and, in question 7.9, the use of the word *passendste* or the slightly more challenging reference to Berlin already having brought two worlds together after the fall of the Berlin Wall.

Question 8 – Ein Märchenschloss

There was a good spread of scores across this question, suggesting that it was well-understood by students. Over 60% of students scored 6 or above out of the available 8 marks.

Question 9 – Pamela Reif : Fitness-Influencerin

This reading summary question about a Fitness Influencer was well-attempted, although only around 8% of students managed to score 7/7 for content. Bullet point 3 required students to render some more challenging ideas in their summary and some students lost points here as they did not use the correct tense. The idea that Pamela Reif's work was copied and that she later thought she could upload content herself needed to be relayed as something that had happened in the past, which students did not always do. Equally, some students lost points here for lifting what Pamela said and reporting it in the first person.

Question 10 – Englischsprachige Musik

The translation into English was of high demand again this year and produced a wide spread of marks. Each of the ten boxes in the mark scheme had to be translated without error, in order to gain credit. *Englischsprachig* caught some students out, but they could only lose this point once and credit was given where the word appeared later in the text. Other words that caused difficulty were: *gefördert*, *behaupten*, *dafür sorgen*. *Gehört werden kann* caused confusion and was often translated as 'belongs to'. *Außerdem* was often mistranslated or omitted altogether.

Phrases that were generally well understood included: *aus mehreren Gründen* and *egal, wo man lebt*.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.